

JOB TITLE: Director, Student Services and Equity

DESCRIPTION OF BASIC FUNCTION AND RESPONSIBILITY

Provides leadership and vision for the ongoing development and continuous improvement of programs related to student services and educational options for students. Supports the development and implementation of the Solano County Office of Education (SCOE) Local Control Accountability Plan (LCAP); provides oversight and accountability to ensure implementation of actions and services related to Juvenile Court and Community School (JCCS) students as outlined in the SCOE's LCAP. Works collaboratively with Educational Services and District and School Support team to support initiatives related to topics including Differentiated Assistance, professional learning, and equity.

JOB REQUIREMENTS AND QUALIFICATIONS

- A minimum of three (3) years administrative experience working with students in a public or private K-12 school setting and/or Juvenile Court and Community School setting.
- A California Administrative Credential.
- Strong project management skills and excellent follow through with assigned tasks.
- Strong Curriculum, Professional Learning, and Instructional Leadership Coaching background.

ESSENTIAL DUTIES

- Provides leadership and vision for the ongoing development and continuous improvement of programs related to student services and educational options for students.
- Acts as the lead liaison for SCOE with the Probation Department in support of students and programs at the Juvenile Detention Facility (JDF).
- Attends Juvenile Justice Coordinating Council as a SCOE representative.
- Collaborates with the Educational Services team to plan and implement professional learning, instructional leadership, and coaching for teachers.
- Promotes equity by collaborating with Solano County Probation in their efforts to reduce overrepresentation of students of color in court and community programs.

- Collaborates with Educational Services and Special Education to plan for/facilitate professional learning focusing on the integration of culturally responsive pedagogy into teaching practices and methodologies, to address the needs of culturally and linguistically diverse learners.
- Collaborates with Educational Services and Special Education to plan for/facilitate the provision of professional learning in the areas of equity and diversity to increase levels of cultural awareness and cultural proficiency in all County Office of Education systems and programs.
- Serves as a member of the Differentiated Assistance Team as appropriate with a focus on equity and diversity and culturally responsive school climate, continuous improvement, coaching, and instructional leadership.
- Supervises and evaluates the performance of all assigned personnel in accordance with the Superintendent's adopted guidelines for evaluation and assessment.
- May conduct welcome meetings with new students and their parents to review and evaluate student transcripts, rehabilitation plans, and to communicate all school policies and procedures.
- Develops and prepares the annual preliminary budget for assigned programs and is knowledgeable of related contracts and deliverables.
- Researches, writes, and presents grant information for the purpose of securing additional program funding.
- Collaborates with a wide variety of internal and external groups for the purpose of implementing program components; creating long- and short-term plans; and implementing innovative strategies and approaches to address student needs.
- Works directly with students and parents and consults with other educators on issues that may be barriers to completion of the student's rehabilitation plan such as social emotional and behavioral challenges.
- Leads the development and implementation of identification and early intervention programs that address unique needs of students.
- Ensures the implementation of Positive Behavior Interventions and Supports (PBIS) and Multi-tiered System of Supports (MTSS).
- Supports the development and oversees the implementation of the Single Plan for Student Achievement and provides leadership and oversight of the development and implementation of services and actions related to JCCS students as outlined in SCOE's LCAP.

- Supports the annual needs assessment and program evaluation of all components of the JCCS Program including Western Association of Schools and Colleges (WASC) accreditation and Federal Program Monitoring.
- Works collaboratively to ensure implementation of the JCCS assessment and accountability systems including interim and summative assessments, and other assessment systems as appropriate. Leads data analysis and data driven decision making process including the use of data to inform instructional practice.
- Supports the selection process and implementation of the approved curriculum programs with a focus on addressing individual student and school needs.
- Serves as the administrative designee at Individualized Education Program (IEP) meetings.
- Supports technology integration efforts to collect, analyze, and use student data to improve instruction in SCOE programs.
- Ensures integration of technology resources included with Common Core State Standards (CCSS) and assessment through professional learning which includes effective use of interactive technology tools and resources.
- Works collaboratively with other SCOE Directors to design innovative approaches to addressing student needs.
- Co-facilitates collaborative network meetings, such as the Student Services Network meetings, professional learning, etc. for school districts and community partners.
- Attends Statewide School Attendance Review Board (SARB) meetings and other meetings as assigned.
- Trains district supervisors of attendance.
- Participates on the Management Advisory Council (MAC) and Chief Advisory Team (CAT).

MARGINAL DUTIES

- Performs other duties as assigned.
- Provides before- and after-school supervision when necessary.

SUPERVISION RECEIVED

Limited and general supervision. Directly responsible to the assigned administrator.

SUPERVISION EXERCISED

Supervision of teachers, paraeducators, and other assigned staff.

PHYSICAL ACTIVITY REQUIREMENTS

Work Position (Percentage of Time):

Standing (25%) Walking (25%) Sitting (50%)

Body Movement (Frequency):

None (0) Limited (1) Occasional (2) Frequent (3) Very Frequent (4)

Lifting – lbs. (0-40) Lifting (2) Bending (3)

Pushing and/or
Pulling Loads (1) Reaching
Overhead (2) Kneeling or
Squatting (3)

Climbing Stairs (2) Climbing Ladders (0)